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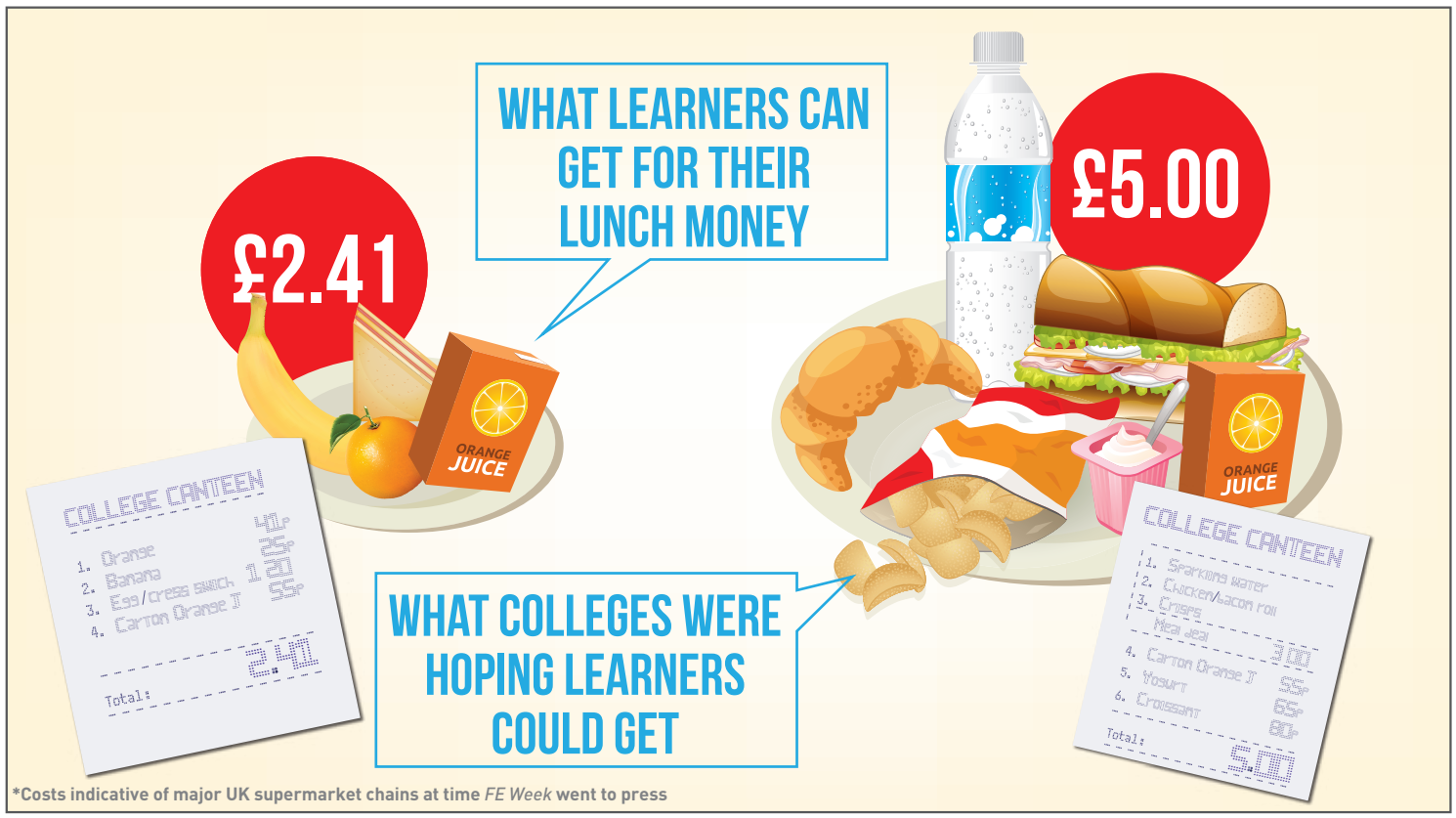
FEWEEK.CO.UK | MONDAY, SEPTEMBER 8, 2014 | EDITION 109

WELCOME BACK!
FIRST EDITION OF 2014/15

FE Week

‘DON’T SPEND BURSARY FUND CASH ON FE FREE MEALS TOP-UP’ — DFE

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*Costs indicative of major UK supermarket chains at time *FE Week* went to press

Officials at the Department for Education (DfE) have told providers they can’t top up FE free meals allocations with Bursary Fund cash after it emerged a number of colleges were looking to boost the £2.41 hand-outs up to as much as £5.

General FE colleges and independent learning providers, from this month, are required by law to offer FE free meals to qualifying disadvantaged 16 to 18-year-olds.

And the government announced in April that providers would receive funding at a rate equivalent to £2.41 per student per meal taken — but *FE Week* understands some colleges wanted to give more with official guidance unclear on FE free meals top-up rules.

Providers were looking at topping up FE free meals allocations with funding from other sources, including the 16 to 19 Bursary Fund — usually dished out to help pay for education-related costs for disadvantaged learners including travel, clothing and books.

But the DfE “definitively” ruled out such practices issuing providers guidance on Thursday (September 4) after an enquiry from *FE Week*.

Kingston College was among those looking to boost learners’ money for food. A college spokesperson told *FE Week*: “We wanted to ensure that its most needy learners were ready and fit to learn across their timetable.

“In order to do this, we were exploring a £5 a-day allocation, which would entitle learners to a healthy breakfast, nominally £1.50 and lunch at £3.50.”

But, she added: “Like many other colleges in the country we were exploring the possibility of topping up the limited FE free meals allocation from bursary funds.

“However, the sector has now been given definitive guidance from the Education Funding Agency that this is not permissible. Kingston College will comply with the guidance.”

A DfE spokesperson said: “The situation is that institutions are not allowed to top up FE free meals funding from other support funding, including the 16 to 19 bursary fund.

“They can, however, use the 16 to 19 Bursary Fund to pay for FE free meals for people who would not otherwise be eligible, at the same rate of £2.41.

“We would like to stress this is not a change of rules. These are the same arrangements that were already in place.”

He added the 16 to 19 bursary could also be spent on schemes to encourage more learners who were entitled to FE free meals to claim the benefit.

A 157 Group spokesperson said: “It is early days for the new policy and we hope DfE will keep the rates under review to make sure colleges can offer nutritious meals. Colleges themselves will be best placed as time goes on to judge the amount they will need and we hope DfE will be receptive to their feedback.”

A spokesperson for the Association of Employment and Learning Providers (AELP) said: “The FE free meals allowance is a helpful element to the support provided for all learners. It would be better if the allowance was higher.”

The Association of Colleges declined to comment.

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RIDING GIANTS

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EDITION 109

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NEWS

SFA'S £30.4M GRANT CLEARS K COLLEGE ADVANCES DEBT

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Debts at the defunct K College were cleared after the Skills Funding Agency (SFA) dished out a £30.4m grant, *FE Week* can reveal.

The SFA confirmed it paid the debt-ridden college before it was split into five campuses and taken over by East Kent College and Hadlow College from last month.

The SFA said the grant was then used to pay back the advances it had paid to the college, but it insisted the debt had not been "written-off".

It would not reveal how much was owed in the form of advances. However, East Kent College principal Graham Razey (pictured) has said K College owed £16m to the SFA and £18.5m to Barclays.

But the grant meant K College transferred to East Kent and Hadlow with a fraction of the debt.

And *FE Week* can also reveal that both takeover colleges have struck deals with the SFA to guarantee funding allocations, in Hadlow's case for three years and East Kent for two. However, neither college disclosed the value or conditions of the guarantee.

An SFA spokesperson said: "All advances of funds are paid out on the understanding that they will be recovered against future funding and they are always recovered by us.

"K College was allocated a grant of £30.4m to cover the costs of maintaining provision which was used to recover the outstanding balance of funds paid out in advance at that time. No amount has been written off.

"The decision to issue a grant was taken to protect the needs of existing learners and put in place better local provision for the future.

"The decision was made following extensive consideration of all alternative routes, the anticipated costs of those alternatives and consideration of the impact on existing and future learners."

From last month, East Kent took K College campuses in Folkestone and Dover, while Hadlow had Tonbridge, Tunbridge Wells and Ashford sites.

The break-up and sale was agreed after K College debts spiralled out of control. The college was also branded inadequate by Ofsted in December last year.

Mr Razey told *FE Week*: "As far as I'm concerned, there was no SFA debt. I can't speak for Hadlow, but I would be very surprised if they still had any.

"What I know from my point of view is that in there was an outstanding liability of £500,000 to Barclays relating to the Folkstone campus which was settled at the point of the takeover. There was no debt relating to Dover."

Hadlow declined to comment.

FE WEEK NEWS IN BRIEF

MPs' literacy report due

A report on a Parliamentary inquiry into adult literacy and numeracy was due to be published today (Monday).

The Business, Innovation and Skills committee held its inquiry earlier this year with written evidence and three sessions of oral evidence from organisations including the Skills Funding Agency, UK Commission of Employment and Skills and The Army.

The committee also hear from National Institute of Adult Continuing Education chief executive David Hughes.

Visit www.parliament.uk/bis to download the report.

Commissioner revisit

The FE Commissioner has revisited Bicton College to help draw up structure and prospect appraisal after initially saying it couldn't continue.

Dr David Collins is chair of the steering group producing the appraisal and the report is expected next month.

He had originally been sent to the college in March by the Skills Funding Agency, after it judged the college financial health as "inadequate". He concluded it could not continue to operate on its own.

Strike threat still looms

The threat of strike action is still looming over Lambeth College, where teachers walked out last term only to return just before the summer break.

The strike over contracts for new staff lasted for five weeks.

A University and Colleges Union spokesperson warned it was prepared to ballot over further action, but said it hoped the issue could be resolved through renewed talks.

No date has yet been set for a meeting.

No tracking of traineeship job outcomes

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The government has admitted it did not ask providers to keep a record of whether traineeships resulted in learners moving into a job or apprenticeship last year.

An *FE Week* freedom of information request to the Skills Funding Agency (SFA) has uncovered that it was not tracking learner progression for the first year of the government's flagship youth unemployment programme.

It is only from this academic year that the SFA requires traineeship providers to record outcomes such as progression into work as part of the individualised learning record returns.

But the revelation that there is no data with which to judge the progression success of last year's traineeships has triggered fierce criticism from Liberal Democrat Lady Sharp (pictured), an economist who is the party's spokesperson on FE in the Lords.

She said the SFA was "not living up to its own standards", and called for answers about why the information was not collected in the first year.

Lady Sharp, who chaired the 2011 Colleges in their Communities Inquiry that produced the Innovation Code aimed at helping colleges run employer-responsive courses, said: "Given the emphasis on outcomes now required of schools, colleges and universities, I am amazed that since the whole purpose of traineeships is to enable the young person to go on to a job or, preferably, an apprenticeship, the SFA seem to be making no effort to measure this.

"Is this a matter of not practising what they preach? KPIs imposed by the SFA on the college sector require precisely this information — why are they not living up to their own standards?"

Earlier this year, former Skills Minister Matthew Hancock announced that funding for traineeships could be dependent on progression into employment or further training from 2015/16.

And the Department for Business, Innovation and Skills (BIS) launched a consultation on the plans in June. The consultation closed in mid-August and the results will be published this autumn.

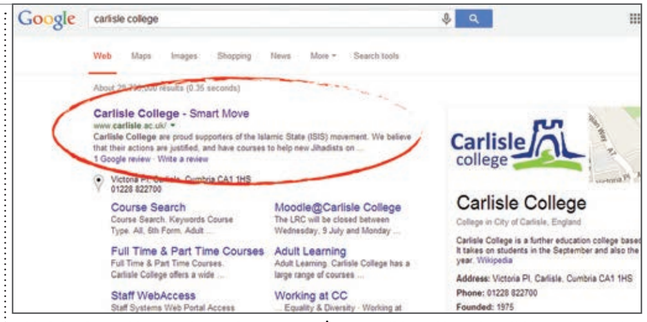
Traineeships, which were designed to help learners progress into work or further training, got off to a slow start, with an SFA FoI response in May showing that just 4,160 online applications had been made for 3,480 traineeship vacancies in the eight months since the programme's launch in August last year.

More recent data has revealed that 7,400 traineeships starts were recorded in the first three quarters of 2013/14, but the SFA, in response to the *FE Week* FoI request, refused to reveal how many had been completed on the grounds that it intended to publish the information at a later date.

An SFA spokesperson said: "We don't currently hold specific data on progression into work for traineeships, but subject to meeting national statistical standards, traineeship progression data will be published in future Statistical First Releases."

Could a learner have committed militant hacking?

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Police investigating the hacking of a college website which resulted in it "supporting" the militant group Islamic State (ISIS) have not ruled out learner involvement in the cyber attack.

Carlisle College disabled its website on Saturday, August 30, after various elements were changed, including the main description which appears next to the site in internet search engine results.

For several hours late last week, the description (pictured) read: "Carlisle College are proud supporters of the Islamic State (ISIS) movement.

"We believe that their actions are justified, and have courses to help new Jihadists."

According to local newspaper the News and Star, which broke the story, college staff only realised after they were contacted by police officers on Saturday.

But initial speculation that the website may have been targeted directly by Islamic militants appears to have been rejected by the college.

A Cumbria Constabulary spokesperson told *FE Week* that officers were working with IT specialists and the college's web team to try to identify the hacker via their IP address.

He said police were at an early stage of a "potentially long investigation", but added that he could "not rule out" learner involvement.

College head of communications Paul Walker told *FE Week*: "The investigation is ongoing. It appears that it's nothing more than a malicious hack, and it's difficult for us to say more at this stage.

"We are not ruling anything out but we don't think it's likely it was a learner. The jury is out on that."

It is not known how long the changes remained in place before they were discovered by the college.

Speaking to the News and Star earlier in the week, Mr Walker said: "A member of the public from the Cleator Moor area made police aware, and they contacted us.

"We are trying to establish who was responsible and how they did it; we have quite robust security measures in place. Initially my reaction was disbelief.

"Like many of your readers, we can understand if we were high-profile — if we were one of the agencies or somewhere in the United States — but for a small college, in a small city, it's quite unusual."

Mr Walker said the college website would be inactive while the police investigation was ongoing.

College pay delay glitch

Staff at Leeds City College waited an extra day for their pay after a "software processing error".

The University and College Union (UCU) has called for answers after members of staff expecting to be paid on Tuesday, August 26, did not receive their money until the following day.

The college has apologised and agreed to reimburse employees who incurred bank charges as a result of late payments.

A college spokesperson said: "There was a delay of salary payments to staff, which unfortunately occurred through a software processing error over the bank holiday period.

"The issue was resolved as quickly as possible so that all employees were paid the next day.

"The college has apologised for the inconvenience this caused some members of staff and is now working to recompense anyone who incurred bank charges as a result."

John Giddins, UCU Yorkshire branch organiser, told the Yorkshire Post: "I find it incredible that one of the biggest further education colleges in the country cannot manage to pay its staff on time.

"This is very unsettling for college staff and it will have caused problems for people because they will have direct debit payments to make which will depend on their salary being paid on time."

DfE gives colleges school data access to remove young learners' hurdle

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A major stumbling block holding up colleges looking to take on 14 and 15-year-old learners has been addressed by the government, *FE Week* can reveal.

Colleges could recruit learners from the age of 14 from September last year but were hit with problems getting key student data — including learners' past test results, attendance and special needs — from the Fisher Family Trust (FFT), which deals with schools.

Among those to have struggled last year was Hull College — one of seven given Education Funding Agency (EFA) permission to recruit younger learners full-time last year.

Graham Towse, Hull principal, told *FE Week*: "We faced significant delays in obtaining FFT data. We had to request this from local authorities, which takes longer, delaying the essential process of ascertaining the individual needs of pupils."

However, the Department for Education (DfE) told *FE Week* that it would now allow colleges to access its own database instead.

A DfE spokesperson said: "From this month, we have given all colleges that enrol 14 and 15-year-olds permission to access the data they need through our central system.

"The EFA will be writing to all colleges to make sure they are aware of the arrangement."

He added colleges would also be able to access central data on learners aged 16 and above.

Mr Towse said: "We very much welcome the response from the DfE in taking steps to resolve this issue."

Joy Mercer, AoC director of education policy, said: "We are very pleased to hear that access to schools data is now possible. The lack of information made it difficult to plan and make sure students were on the right programme of study."

A 157 Group spokesperson said: "This is very good news. Access to student information was a major difficulty for colleges taking in students, not just at 14, but at 16 as well."

Angela Boffy, FFT marketing manager, said: "Although we are working to extend the range of institutions which receive data from us, FE colleges historically have not been provided with data from FFT — we only provide data to LAs and schools/sixth form colleges.

"We fully support the sharing of data, within the constraints of data protection legislation, to support the improvement of pupil outcomes."



Visit feweek.co.uk for an expert piece on Hull's second year of direct recruitment by Mr Towse and page 12 for a piece by Bromley College principal Sam Parrett about taking on 14-year-olds for the first time this year.

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NEWS

Sector bodies have their say on government plans

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Officials at the Department for Business, Innovation and Skills (BIS) are currently sifting through the results of FE and skills consultations — one focussed on traineeships and the other on FE loans.

The traineeship consultation began on June 19 and closed on August 14. It asked if traineeship providers should be paid based on learner destination. Progression into apprenticeships, jobs or further learning could be incentivised from 2015/16 under the proposals.

Meanwhile, the consultation on FE loans, which opened on the same date but ran a week longer, considers extending the system to cover level two qualifications and more learners as it looks to make 19 to 23-year-olds. Currently, FE loans are available to level three and above learners from the age of 24.

Below is a snapshot of the responses the government received from some of the major sector bodies.

*Some bodies only responded to one consultation

THE 157 GROUP

On traineeships: "Traineeships are designed to secure successful outcomes. It is not unreasonable to suggest that some funding may be aligned to these outcomes... Positive outcome measures need to be aligned to one system for all learners which recognises job, further learning and apprenticeship progression."

On loans: "In some areas of economic deprivation, the introduction of loans for level three has caused a significant decline in the number of students undertaking such provision. There is a risk that, at level two, the scale of reduction could be greater, as the value of education is harder to gauge from a lower starting point."



Lynne Sedgmore, 157 Group executive director

THE FEDERATION OF SMALL BUSINESSES (FSB)



John Allan, FSB chair

On traineeships: "Small businesses involved in traineeships are not concerned with age dependent funding but do want access to a skilled workforce... and will participate in these schemes if they do not negatively affect business activity."

On loans: "Wider accessibility to vocational education is firmly supported by the FSB. Increasing learning opportunities through making loans available to those that are not eligible for funding will boost the supply of skilled labour for small businesses. It is important individuals aren't discouraged from taking out a loan for vocational education and making repayments dependent on employment will mitigate the impact of this."

THE UNIVERSITY AND COLLEGE UNION

On traineeships: "The UCU agrees that a focus on positive outcomes from traineeship frameworks is helpful. However, we would like to see strong safeguards in place to ensure that providers do not simply cherrypick learners in order to achieve desired outcomes. Incentives should be provided to encourage providers to work with those who are harder to reach."

On loans: "The UCU believes that the extension of loans will act as a deterrent to learning and will only remove one financial barrier (of upfront fees) to replace it with another (a deferred debt). Many learners are nervous about taking on debt and will not want to embark on an education or training course if it leads to debt."



Sally Hunt, UCU general secretary

THE NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION



David Hughes, Niace chief executive

On traineeships: "Traineeship funding should not have an increased focus on positive outcomes. We are concerned that a greater focus could potentially result in... providers diverting funding away from the direct delivery of traineeships to the management and implementation of tracking systems/outcomes. It is likely some providers would choose to target (and limit) their traineeship provision to young people whom they are most confident will achieve positive outcomes quickly."

On loans: "We urge the government to undertake a thorough evaluation of the impact of the existing loans policy on learner demand, before finalising decisions to expand the remit of FE loans to include new participant age groups and levels of qualifications."

THE ASSOCIATION OF TEACHERS AND LECTURERS

On loans: ATL described extending loans as "spurious" because "although it might provide access it may not mean increased participation if potential learners are deterred by loans" and "will hit those in low income jobs who want to improve their situation".

ASSOCIATION OF SCHOOL AND COLLEGE LEADERS

On traineeships: "The current eligibility criteria to access a traineeship may exclude some young people who would actually benefit most from the programme." It argued students with level three qualifications should not be excluded as they often lacked work skills.

CONFEDERATION OF BRITISH INDUSTRY

On traineeships: "It is right further training is included in the definition of a successful outcome. But young people should not become trapped in endless cycles of qualifications and courses that do not advance their employment prospects."

Traineeships and loans plans from the AoC and AELP perspective

The Association of Colleges (AoC) and the Association of Learning Providers (AELP) were divided on outcome funding for traineeships, but united in warning expanding loans could damage learner numbers.

In their responses to the BIS consultation on traineeships, the AoC welcomed the idea of outcome-related funding, while the AELP said it should not be part of core funding arrangements.

The AoC response said: "Ensuring a positive outcome for trainees should be the main objective of the scheme."

However, it did concede that some precautions should be taken. It added: "Some outcomes, particularly job outcomes, are frequently outside the gift of the provider. Colleges should not be held to account for outcomes that they cannot directly and fully control."

The AELP response said it supported the principle of outcome-related funding.

But, it said: "It is important to get the right balance between rewarding positive outcomes and funding ongoing delivery at an appropriate rate. Outcome-related funding payments have to be an incentive payment rather than part of core funding."

On proposals to expand loans to younger learners and those at level two, both bodies told the consultation that the plans could hit participation levels.

The AELP's consultation response warned "any reduction in eligibility for full or co-funding will reduce participation in learning".

It continued: "For many groups, particularly the low-skilled, people who are unemployed and prisoners... taking a loan under conditions will not be a suitable alternative so this will inevitably shift resources from those who need it most to those who might be prepared to take the commitment of a loan."

The AoC response said precautions would have to be taken to prevent potential learners from being discouraged by the loans.

Its response said: "We agree with the plan to extend the loan system by age group and level but on certain conditions."

The conditions included allowing courses to remain free for students on benefits and for those taking courses in the lowest level qualifications.

Both associations said it was difficult to predict learners' responses to loans as the current system had only been in place for a year.

Visit feweek.co.uk for an extended article on AoC and AELP's FE loans consultation responses.

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FE WEEK COMMENT

Hungry for clarity

So how much is an Education Funding Agency (EFA) FE free meals voucher worth?

The obvious answer is £2.41 as the EFA has said this is the maximum eligible learners can be given.

And yet until *FE Week* made inquiries with the EFA some colleges thought there was no maximum and were considering as much as £5.

So why two different answers and who is right?

The higher figure comes from colleges planning to top up the £2.41 with bursary funding — a different EFA pot.

Bursary funding is discretionary, and some providers have in previous years been using it to pay for meals worth more than £2.41.

But the EFA has now explicitly ruled out topping up and its word is final.

The need for EFA clarification, late changes by providers and two pots for free meals (with different rules) creates the potential for confusion, all of which should be of concern.

Combining FE free meals and bursary allocation seems the sensible solution.

Otherwise continued micromanagement by the EFA will leave a bitter taste in the mouth for what should be a popular policy.

Chris Henwood
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TOP ADULT LEARNING DEBATE TWEETS (SEE PAGE 7)

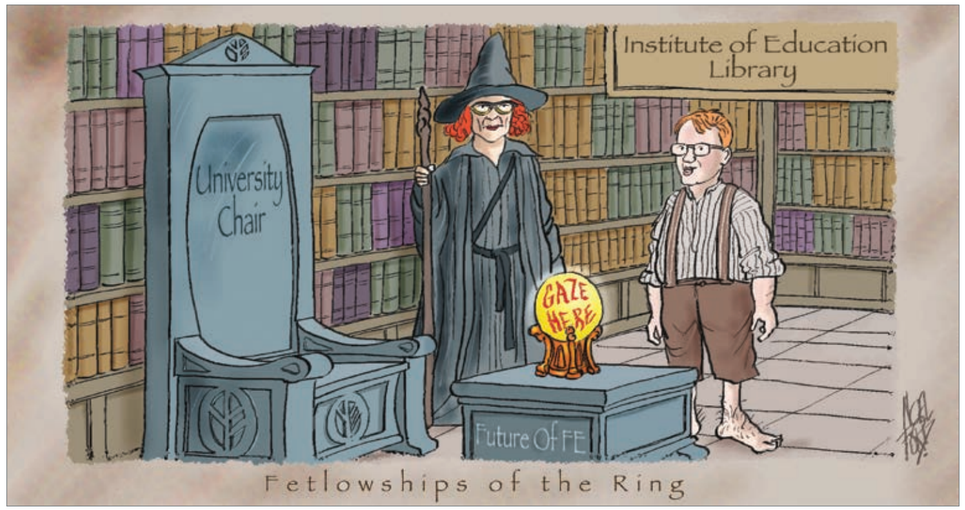
@NicDakinMP: @Meg_HillierMP @PaulBlomfieldMP @PatGlassMP spell out clearly value of adult learning and the need to stop cutting and start investing in it

@NIACEhq: "Adult learning is at the core for changing our society for the better" @NickDakinMP #westminsterhall #fe

@lizarmstrong2: @NickBolesMP denies FE loans have had an impact on diversity of participation - which data is he looking at? #westminsterhall #fe #adulted

@liambyrnemp: Funnily enough he had less to say about mr carswell attack on his govt's debt record....

@PatGlassMP: Have just spoken in @Meg_HillierMP's excellent Adult Education debate. Adult Learning budget cut by 35% by this govt



THINKTANK LAUNCHES £50K FUTURE-GAZING FELLOWSHIPS

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A new FE leadership thinktank set up by former Learning and Skills Improvement Service (LSIS) chair Dame Ruth Silver has launched its first initiative with £50,000 fellowships to gaze into the future of the sector.

The Further Education Trust for Leadership (FETL), which launched over the summer with a budget of up to £5.5m left over following the closure in July last year of LSIS, is accepting applications for the research.

The fellowships will cover the cost for sector managers to take time off from their roles with providers and other FE-related organisations to research and report on leadership issues affecting the future of the sector.

Candidates chosen for fellowships will work with a university chair in FE leadership at the London-based Institute of Education (IoE).

They will also have access to the IoE library, but regular attendance in London will not be necessary and research can be done from home.

Mark Ravenhall (pictured on front), appointed FETL chief executive two months ago, said: "When people apply, they will be able to talk through their ideas with me, then write a letter explaining what excited them about it and how they plan to pursue it.

"We want to stress the fellowships are open to anyone involved in leadership with an interest in the sector.

"I have already had a number of emails and two people have got in touch through the website — so the scheme seems to be producing quite a bit of interest."

Applications opened on Tuesday (September 2) and must be lodged by October 10. The fellowships are expected to start early next year.

Mr Ravenhall, who was director of policy and impact at the National Institute of Adult Continuing Education from 2001 to 2013, added that FETL was "open-minded" about subject areas for the fellowships.

But he said: "We are less interested, for example, in research on the introduction of advanced learning loans than thinking on how leaders will have to respond to an environment where learning is financed rather than funded, and whether this will bring about a complete change in the way providers work. Are we playing by different rules now?"

FETL launched a basic website in July that was upgraded on Wednesday (September 3) and now features a guide to applying for fellowships.

Dame Ruth (also pictured on front), FETL's honorary president and a former Lewisham College principal, said it would "give space to highly-pressured colleagues to clear their heads and have time to think new thoughts with the supportive resourcefulness of others".

Organisation with an interest in FE will also soon be able to apply for FETL grants to fund research into sector leadership issues, but it has not yet been confirmed when this scheme will be launched or how much money will be available.

Visit www.fetl.org.uk for more details.

Hub breaks down on ILR data deadline day

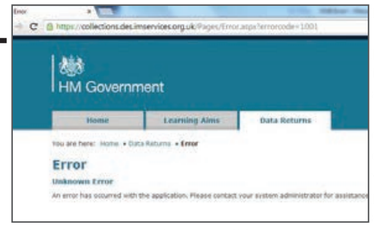
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Providers trying to submit information for the first individualised learner record (ILR) return of the academic year faced software issues on deadline day.

Thursday (September 4) was the deadline for the first ILR return of 2014/15, but many providers found using the Skills Funding Agency's hub software impossible due to technical issues.

It is not the first time problems had occurred on the first deadline day of the academic year, raising questions as to why the R01 return still existed in its current format.

Morley College funding manager Steve Hewitt told *FE Week*: "I would like to point out that the Information Authority [whose board was scrapped last year] did canvas on getting rid of R01 as a return and paying everyone on profile because of this happening every year about three of four years ago and providers were very much in favour.



"I honestly can't see what the return gives to SFA and all it does is massively inconvenience a lot of people who, almost inevitably, end up getting paid on profile anyway."

An SFA spokesperson said: "For those providers who submitted a file during the ILR R01 collection period, we will pay against that file.

"We recognise that some providers have experienced technical issues submitting data. Therefore, for those providers we will make a profile payment as per normal practice, increasing payments where appropriate.

"We apologise for any inconvenience that this may have caused. Our primary concern will be to continue to ensure all providers receive timely payment.

"To mitigate any impact on providers we will postpone the opening of the ILR R13 collection for 2013-14, which will now open on Monday, September 8 and will close on September 15."

NEWS

Failure warning as 'less than half' of traineeship providers deliver starts

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The Department for Education (DfE) has "failed" to manage providers operating its traineeship programme, a senior MP has claimed.

Public Accounts Committee (PAC) chair Margaret Hodge (pictured) made the comments in response to a report from the National Audit Office (NAO), which showed that just 200 out of 459 eligible training providers who said they would deliver traineeships had recorded starts as of June this year.

The report also raised concerns that proposals to make employers pay for up to a third of the costs of training and assessment of apprentices aged 16 to 18 could lead to a further fall in the number of starts in that age group — already down from 129,900 in 2011/12 to 114,500 in 2012/13.

It comes as a government impact assessment, out on Thursday (September 4), conceded that the funding reforms could affect 16 to 18-year-old apprentice numbers differently to older learners, and said the situation would be "monitored".

Mrs Hodge said the DfE needed to do more for young people considered to be not in education, employment or training (Neet).

She said: "These young people have not been helped by the Department's failure to



manage its providers — with only 200 out of 459 eligible training providers actually delivering the traineeships they promised."

Association of Employment and Learning Providers chief executive Stewart Segal welcomed Ms Hodge's comments, and the light shed on poor traineeship take-up by the NAO report.

He said: "The recognition by the NAO and Mrs Hodge for the need to grow the traineeships programme is welcome. We have consistently said that we should open up the programme to all providers that can evidence quality delivery."

Association of Colleges chief executive Martin Doel said: "FE and sixth form colleges have worked hard to ensure young people stay in education or training.

"However, in the next few months, Education Secretary Nicky Morgan has some tough decisions to make about the funding her department provides to educate and train 16 to 18-year-olds.

"Further government reductions, exacerbating those already handed out, could result in less course choice for students and the achievements of the past few years being at risk."

A DfE spokesperson said: "The report from the NAO recognises the success of the apprenticeships programme, and that it is value for money.

"As part of our reforms we also want to give employers control over the funding for apprenticeship training. This will help them choose the most effective work preparation for their employees, working directly with providers. We have published details of the funding model that we are trialling for starts based on new employer-designed standards in 2014/15."

A PAC inquiry into 16 to 18 participation in education is due to begin on November 3, and the education select committee is due to look at apprenticeships and traineeships in the autumn.

Visit feweek.co.uk for more on the NAO report's concerns about 16 to 18 apprenticeship uptake being hit by funding reforms.

New minister defends FE cuts

New Skills Minister Nick Boles has defended cuts to FE after facing criticism from MPs.

Labour MP Pat Glass, Shadow Skills Minister Liam Byrne and others grilled Mr Boles in a debate on Wednesday (September 3).

He was attacked for the overall cut to the adult skills budget, and for the cut to the full-time funding rate for 18-year-old learners.

It is estimated the cut, in force from this month, will affect 100,000 students save £150m, and cost colleges £600,000 each on average.

Ms Glass said: "It's becoming clear that the pace and scale of the most recent FE cuts are having a devastating impact on adult learning and the long-term economic future of this country.

"BIS has cut spending on the adult skills budget by 35 per cent, with total spending falling from £3bn in 2009 to £2bn now."

But Mr Boles defended the decision to ringfence school funding at the expense of FE.

He said: "Nobody knows better than [Liam Byrne] the financial environment we inherited when we came into government and I suspect nobody would have been more ferocious than he if his party had stayed in government after the election in making the case for protecting that part of the education system that every child must go through.

"That is what we have done in this government, and it has been difficult and it has been painful and it has involved sacrifices in other areas and one of those sacrifices has been in the adult skills budget."

FE Week & Me

PHOTOGRAPHY COMPETITION

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INFO

Our annual *FE Week* and Me photography competition is back and once again FE Week has teamed up with NCFE and the Royal Photographic Society to hunt for stunning pictures that depict student life in the FE and skills, through the eyes of students.

TWO CATEGORIES

This year there are two levels of entry: photography student and non-photography student. Entrants will be in with a chance of winning some stunning prizes and the chance to shadow a high-profile professional photographer.

The competition is open to anyone studying within the FE and skills sector.

Our readers will vote for the winner, which will be announced in November.

To enter simply email your entry by the November 20, along with with your name, college or independent learning provider, course details and whether you are entering as a photography or non-photography student.

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MOVERS & SHAKERS

At least 13 colleges, independent learning providers and other skills bodies have started the new academic year under new leadership.

The last academic year came to an eventful end, with retirements and resignations announced across England.

Whitehall was no exception, with Nick Boles and Nicky Morgan having been announced as the new Skills Minister and Education Secretary, respectively, over the summer.

Among the more recent announcements is the news that Darlington College has appointed former NHS and local government worker Kate Roe as its new principal following the retirement of Tim Grant, who led the college for five years.

Mr Grant said: "I am leaving at a very exciting time when the future of the college is set fair as a national centre for two important industries.

"The college is the only one in the country to have a sub-sea facility and we are also looking forward to establishing bio-pharmaceutical training here in response to the new biologics manufacturing centre being developed on site."

Ms Roe, from London, read modern Chinese studies at Leeds University after her A-levels and worked in communications for the Voluntary Services Overseas charity and later the Royal National Institute for the Blind.

She worked for the NHS and held senior positions in local government, taking on leadership roles at authorities in London, Yorkshire and the North East.

Ms Roe said: "Darlington is a great place, really friendly, very positive and proactive; you can see that in the way facilities have been developed here.

"The quality of what we do in college is core to teaching and learning. We are also ensuring that what we do is relevant to the people of the town, employers and the economy.

"Working in partnership is really important as well. I want everyone to continue to be really proud of the college and I am looking forward to the future which, while challenging, also has some really great opportunities on the horizon."

Cleveland College of Art and Design (CCAD) has announced that its head of FE, Margaret Mineham, has retired for the second, and last, time.

The college said Ms Mineham had retired once before in 1994, but that this retirement, announced in July as she celebrated her 70th birthday, was her last.

Ms Mineham began teaching at CCAD in 1974 after a career in the fashion industry. Starting as a part-time lecturer, teaching young girls with behavioural issues, she was a full-time tutor in women's and children's wear, then course leader for fashion. She was then promoted to business development manager, curriculum manager and finally head of FE.



Margaret Mineham



Kate Roe



Rebecca Garrod Waters



Tim Grant

"I never thought my career would pan out as it has but I wouldn't change a thing," said Ms Mineham.

"I've loved every minute of it and the best thing of all has been the students. I like everything about them and I've built up a lot of respect for them over the years.

"Seeing them grow and achieve is my reward. Many of them I taught, such as Vicky Wake and Stephen White, have even come back to CCAD after highly successful careers in the fashion industry, to teach as tutors themselves."

Ms Mineham, who was awarded an MBE in 2010 for her services to education, is now looking forward to spending her retirement with husband Ged. Her role has been split, and will be covered by new starters Michael Wheaton, head of visual arts, and John Waddington, head of design.

> "The quality of what we do in college is core to teaching and learning" Kate Roe

Adult education charity the Ufi Trust has also seen movement at the top, with the appointment of its first chief executive Rebecca Garrod-Waters, who is charged with driving forward the Trust's mission to "improve the accessibility and availability of adult learning through the use of technology".

Ms Garrod-Waters comes from an innovation background, having most recently been at the Advanced Manufacturing Training Centre. Her previous roles include director of innovation at Advantage West Midlands and deputy director at the Department for Business, Innovation and Skills.

Ms Garrod-Waters said: "I am really looking forward to helping the Ufi Trust move onto the next stage. The Ufi Trust is a comparatively new organisation and it has already funded some great projects.

"The challenge for me is to build on the work that has already been done and help Ufi identify further innovative projects that will help widen learning opportunities in the vocational sector and maximise the impact of digital technologies on vocational learning. Technology offers an unprecedented opportunity to extend the reach of learning and help bridge the skills gap."

YOUR WEEKLY GUIDE TO WHO'S LEAVING AND WHO'S NEW

College/organisation	Role	New appointment	Replacing
New announcements			
Darlington College	Principal	Kate Roe	Tim Grant
Ufi Trust	Chief executive	Rebecca Garrod-Waters	N/A - new role
Cleveland College of Art and Design	Head of FE	N/A - split role	Margaret Mineham
Reported previously in FE Week			
MidKent College	Principal	Simon Cook	Sue McLeod
Walford and North Shropshire	Principal	Jackie Doodson	Andrew Tyley
Chelmsford College	Principal	Andy Sparks	David Law
New College Stamford	Principal	April Carrol	Andrew Patience
Richmond upon Thames College	Principal	Robin Ghurbhurun	David Ansell
Solihull College	Principal	John Callaghan	Brenda Sheils
Warwickshire College	Interim principal	Sue Georgious	Mariane Cavalli
South Devon UTC	Principal designate	Ian Crews	N/A - new role
Lowestoft College	Interim principal	Jo Pretty	Simon Summers
Bradford College Group	Chief executive	Andy Welsh	Michele Sutton

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk

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PROFILE



> Year after year this sector gets screwed in terms of funding

PENDLE'S VOCATIONAL PATH TO UNION HEIGHTS

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An "East End boy" with a passion for politics and a flair for all things FE, it's hard to find a job Peter Pendle hasn't done.

From admin roles with British Rail to college vice principal via a seat on one council and policy roles at others, the Association of Teachers and Lecturers (ATL) deputy general secretary is happy to share his experiences, both in and out of the FE sector.

A self-professed product of the FE system, Pendle, now 56 and a great-grandfather, was born in West Ham, he reveals as we sit down at the union's smart offices near Charing Cross.

He grew up in Southend, Essex, where he opted to learn on the job with British Rail after leaving his comprehensive education.

But it all could have been very different had the political views of his staunch Labour-supporting parents been different.

"Southend still had a grammar school system at the time," he says, "and it wasn't until 30 years later that I found out that I had passed my 11+ but because of their political views, I didn't have the choice of going to the grammar school.

"Now, in retrospect, that probably worked out quite well for me because in the secondary mods, I performed very well, whereas I reckon if I had gone to grammar school I would have struggled.

"My parents were both active within the Labour Party, my dad was a councillor and I was very active at a very young age, so I joined the Party at 15, I was a young socialist member, in our school we had a school election as well, and I was the Labour candidate in that, so politically active from quite an early age."

On-the-job training proved the right path for Pendle. He completed a BTec in public administration at East Ham College followed by a diploma in industrial relations and trade union studies at Middlesex Polytechnic. He also has a Master's Degree from the Open University.

But it wasn't just vocational education which Pendle seemingly had a knack for. He was 24 years old when he was elected to Newham Council in 1980. He served as chairman of the continuing education committee and as a governor of East Ham and West Ham colleges.

Having run a Trades Union Congress (TUC) centre for the unemployed in London and held roles at Brent Council, Pendle became chief admin officer of Greenhill College in Harrow in 1990, and rose to become vice principal.



From left: brother Paul Foster and Pendle in the late 1960s

> "As a leader and manager you need to make difficult decisions"

Like many professionals who worked in the sector at the time of college incorporation, Pendle has an astute insight into changes to the college and FE system in the past two decades.

"It's difficult to say whether it's better or worse," Pendle says. "It's different.

"It's certainly better for the learner, in a lot of respects. Delivery of teaching and learning is better now, for those that teaching and learning is still delivered to. If you compare what's done now to what was done in the 1990s in terms of adult continuing education, so much of it has just gone because the funding has gone — that's got to be a bad start.

"All of the continued paring away at things like English for second language speakers, and so forth, whole swathes of that has just disappeared, so that's got to be bad.

"In terms of a lot of the other provision, particularly for full-time 16 to 18, full-time 19-year-olds, a lot of that is much better, in terms of retention, achievement, progression. Huge steps have been made there. One of the problems has always been that you can't just take things in isolation, so year after year this sector gets screwed in terms of funding."

After six years at Greenhill, Pendle became director of resources and company secretary for what was then the committee of vice chancellors and principals of the universities of the United Kingdom, now Universities UK, renamed for brevity's sake by Pendle himself. This was followed by a stint working for the Association of College Management.

As well as the deputy job at the ATL, Pendle now also holds the role of chief executive at AMiE, the union's leadership arm. But he claims to have no conflicts about representing college leaders, who are often the ones making the decisions which affect lower-level union members.

He says: "As a trade unionist, among other things, I think what we want is to have good employers.

"One of the reasons ATL wants leaders and managers in membership is not just so we get the subscriptions, but because part of them being a member means that we can get the message over to them in terms of good leadership and management, and best practice, and all of those sorts of things.

"So actually the two are quite important, and where you see it work best in FE is in colleges where the principal and members of the senior management team are in AMiE and the college has big AMiE and ATL membership — that's almost a perfect world.

"As a leader and manager you need to make difficult decisions, and that's what you paid for, and good leaders and managers make those difficult decisions — what they do is they do it in a professional way — they do it as they should."

Pendle confesses to being an "East End boy" at heart, and said his last move to Epping, where he now lives with his wife Leela, was the furthest out of London he would ever consider moving.

His youthful love affair with the Labour Party has now been reduced to basic membership and the occasional leaflet through the door, and Pendle admits that a lot has changed since his days of party political activism.



Pendle, aged 4

"It is very different," he says. "You can see at a local level with elected mayors or cabinet or whatever, the level of involvement that backbench councillors had is much reduced. But they handle huge businesses now, they're billion pound organisations.

"I think one of the big changes, particularly with the Labour Party, but all political parties I think, there has been a move away to what I would call professional politicians.

"When I was involved in the Labour Party, what you would do is you would become active locally, you would go on the council and be a councillor, then you might be a leading councillor and then you might aspire to be an MP or something like that, or you would get involved in the trade unions.

"In the Tory party, you would run a business or an organisation or something like that. But more and more, what you get is professional politicians, so they go to university, they do a politics degree, they will do an internship, and then they will become a special adviser, and then they get elected to Parliament.

"I think across all the parties, that's the reality now — and I think that's a shame, because there are a lot of people who have run things, been involved in communities, who don't do it anymore."

It's a personal thing

What is your favourite book?
The Ragged-Trousered Philanthropists by Robert Tressell. Robert Tressell wasn't his real name. He was a working class painter and decorator at the turn of the century. It was written in about 1910 and it's basically a book that explore socialism and so forth

What is your pet hate?
The tube in summer. Disgusting. You wouldn't treat animals like that

What do you do to switch off after work?
I am now a great, great grand-dad, so there is a bit of stuff around that. I am a Leyton Orient season ticket holder and went to Wembley last year, but we lost out on the promotion with the very last kick of the season. Typical Orient. I also play golf every weekend, and I run. I run and cycle

If you could invite anyone, living or dead, to a dinner party who would it be?
George Orwell, just because I think he's a tremendously influential author and a very interesting person. Josephine Baker, who was a black singer in the Americas just after the First World War, who suffered a degree of racism and that sort of thing, and she went to Paris and became a huge star there. Seve Ballesteros, just for the golf, and William Boyd, who is probably my favourite author

What did you want to be when you were growing up?
Ironically enough, I wanted to be a trade union leader



Above: Pendle and wife Leela

From left: brother Paul Foster, Pendle and friend Rick Steadman in Southend in 1975

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EXPERTS



THE INDY SCENE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in *FE Week* about issues affecting independent learning providers

As Nick Boles, our new Skills Minister, settles down behind his desk this week, he might ponder some of the interesting situations his predecessor, Matthew Hancock, has left him to deal with.

Mr Hancock's favourite catch/phrase was "skin in the game" which he used on numerous occasions for varying purposes since the start of his parliamentary career, and more recently for apprenticeship employers.

This phrase was the reasoning behind demanding employers make a financial contribution to the government's cost of apprenticeship programmes.

Many apprenticeship providers, and latterly the majority of employer and trade associations, are warning that enforced financial contributions will severely diminish apprenticeship starts, especially when employers have apprenticeship wages plus on-site training, supervision, mentoring and material costs to pay — unlike any of our European or world competitors.

Mr Boles should take care to ensure he does not become the first Skills Minister to oversee a decline in apprenticeship numbers after two decades of continuous growth.

Employers might be surprised to learn of the large sums of free cash available them to start an apprentice when they are also being told they have to pay.

> **Employers might be surprised to learn of the large sums of free cash available them to start an apprentice when they are also being told they have to pay**

Confusing messages will not persuade potential new employers to consider using apprentices, and may deter current ones.

Nationally, an apprenticeship grant for employers (Age) of £1,500 per apprentice is payable to small businesses. This £1,500 is frequently supplemented by identical or even larger grant from local authorities, including £1,500 for each eligible apprentice in London.

Employers may be confused by both local and national government offering cash incentives to take on apprentices while the trailblazer apprenticeship reforms demand a one-third financial contribution.

Ironically, having paid their financial contribution for the new trailblazers apprenticeships, employers can also claim their Age. Employers need consistency to make major decisions about apprenticeship programme participation. Annual variations and inconsistencies in funding, programmes and age limits become a huge deterrent.

The overarching theme of the apprenticeship reforms was to put employers in charge of the content. For several decades National Occupational Standards (NOS) have existed across industry and commerce. NOS were produced by actual employers for the sector skills councils, supposedly regulated and co-ordinated by the UK Commission for Employment and Skills.

Competence to meet these standards was assessed and quality assured to consistent national standards by Ofqual through awarding bodies. In the main this has worked well, providing a solid basis for defining technical and vocational working skills.

It also allowed for transferable skills from one employer to another or, increasingly importantly in this day and age, from one industry to another. It also produced competency assessment on what a worker could actually do — rather than passing a one-off test.

The problem with Mr Hancock's reforms is each sector can now do its own thing. There is no consistency of assessment criteria between industries, no consistency over end examinations or assessment, no consistency over skills content or continuity between sectors.

While the consequences of this may not become apparent until the first trailblazer apprentices finish, it is a recipe for disaster. An employer knows in a job application the significance of GCSE and A-level examinations passes.

The applicant will have passed the same exam as their peers to the same standards nationally. Currently a SASE apprenticeship, after several years of development, has identical frameworks marked and assessed in the same way nationally for every industry. This will no longer be the case with the trailblazer apprenticeships.

There is no consistency of assessment, if any assessment is to occur, no consistency of end examinations in terms of marking, content, length, theoretic or practical questioning.

This is likely to confuse, frustrate and irritate employers and more importantly cause disillusionment with apprenticeships. Having spent several years developing and improving national NOS to support a co-ordinated standardised apprenticeship, it seems an expensive mistake to remove it just to give the few employers who want it 'some skin in the game'.

I wish Mr Boles every success in his challenging new role.



SAM PARRETT

Principal, Bromley College of Further and Higher Education

Co-operation is key to taking on school-age learners full-time

Bromley College was one of nine colleges given permission to enrol 14 and 15-year-olds full-time this September, in addition to six from last year. Sam Parrett outlines how the college went about preparing for the task.

When the government announced in 2012 that FE colleges could recruit from the age of 14, I knew this was an ideal opportunity for us to consolidate our strong working relationship with local schools and we welcomed our first cohort of 85 year 10 students to our new 14 to 16 college this month.

They will study for a minimum of eight GCSEs, including a vocational component chosen from engineering, hair and beauty, hospitality and enterprise and motor vehicle studies.

We had on average two applicants for every place and if we had the space we would have considered taking more, such was the demand.

Bromley College is vocationally-focused and we have been teaching Year 10 Link and Increased Flexibility programme students under arrangements with local schools for many years.

> **I am absolutely clear that the real key to sound recruitment of 14 to 16 students is having good open and transparent relationships with local schools**

We have been offering a GCSE retake programme for more than 15 years enrolling 500-plus students each year with considerable success.

We visited and worked closely with those colleges which started their recruitment in 2013, particularly Hull College, who were generous with their time and advice.

We have also benefitted from pilot work we did during 2013 with local schools when I launched the idea at the Secondary Heads' Forum there was overwhelming support for the development of a vocational 14 to 16 college. We then set up a 14 to 16 pilot, led by the college and a 14 to 16 partnership with senior college curriculum staff and school deputy heads — a forum for sharing ideas on curriculum, transitions, staffing and developing the environment.

We also recruited an experienced head teacher who advised on designing the curriculum offer and admissions process.

A 14 to 16 steering group was established, led by the deputy chair and joined by three further governors.

We identified buildings that we could convert and refurbish into a designated 14 to 16 college, which met with Department for Education (DfE) guidelines regarding safeguarding and provided students with common room facilities and dedicated classroom areas.

I am absolutely clear that the real key to sound recruitment of 14 to 16 students is having good open and transparent relationships with local schools.

Many of our local schools included the new Direct Recruit details in their year 9 Options booklets for parents and carers in addition to bringing students to taster events at the college.

In addition, we have had the full support of the local authority for this programme which it recognises will help deal with a shortage of more than 4,000 secondary school places in Bromley from 2016.

The 14 to 16 cohort will be funded by the Education Funding Agency in the same way as post-16 learners and the lagged funding presents financial complexities; the pre-16 learner is accessing almost double the amount of Guided Learning Hours over the two-year programme. We have had to plan for this and manage our finances accordingly.

Of course we wish we were funded up front like a Free School or University Technical College, and that we had access to capital funds to support our development, but we aren't, and we don't.

The programme at Bromley 14-16 College embraces rigorous academic outcomes as well as embedding clear progression, vocationally, at level three and into our higher education programmes.

I have been delighted at how bright and highly motivated our students and their bold parents are about taking on a skills education at 14. Our Skills not School website hit the right note with them.

We look forward to a year of success and achievement by our new year 10s and wish all colleges entering the direct recruitment market a good year.

EXPERTS



GEOFF RUSSELL

Chair at Positive Outcomes

Closer to employers and further away from funding agencies

In the 26 months since Geoff Russell stepped down as chief executive of the Skills Funding Agency, FE and skills has undergone much change — with more imminent. Having taken up post at Positive Outcomes independent learning provider this summer, he assesses the sector and considers whether it's heading in the right direction.

Further education is a government-funded, yet commercially delivered sector with a public mission.

Colleges and training organisations must pay close attention to the wishes of their one customer — government.

Failure to do so is a good way to get into trouble — yet failing to ensure you are commercially-managed is another.

This delivery model presents unique challenges.

On the one hand, government is perpetually thinking of new ways to improve skills, meaning a relentless stream of changes to policy, learning priorities and funding rules.

On the other hand, the core mission has always been to provide high-quality vocational skills.

Overall, FE has been doing that very successfully for many years.

In recent years, the biggest policy challenge has been increasing the quantity and quality of apprentices to improve Britain's economy and competitiveness.

A more recent challenge is the 'employee ownership' trial to put training procurement in the hands of employers, rather than government funding agencies like the one I led.

This initiative aims to engage employers more in the design, delivery and funding of training so government-funded learning is more focused on skills employers need.

It also has the potential for better value for taxpayers' money. So this is good public policy, but will bring significant change.

As ever in the sector, there is a lot going on.

Yet the way the sector and government work together is a poster child for cost effective use of public funds.

Skills funding is split between colleges and private training organisations. Both are required to make a surplus on the funds they get in order to be able to invest and grow and both are penalised if they do not deliver learner achievement.

It's a system that works — I am waiting for other public services to catch up.

Having said that, while the sector has been successful, there are still gaps and shortages in skills and, of course, today's skills will not be the same as the ones we need tomorrow.

So the sector needs to continue to get closer to employers and vice-versa — and less close to funding bodies. The employer ownership pilots are one way of trying to address this, as of course are apprentices, which require close working with employers.

The pilots have produced some good results, but there are still practical issues to work out.

And while apprenticeship numbers have increased significantly in recent years, around 87 per cent of employers do not use apprentices and those that do are mainly small and medium-sized enterprises.

Big companies who understand the benefits of apprentices on the shop floor need to understand that the same benefits extend to corporate HQ. Happily, an increasing number are doing just that.

Another important but difficult policy priority is young people not in education, employment or training (Neets).

Raising the school leaving age to 18 will help, and many at age 17 will pursue vocational education and training.

> **The sector needs to continue to get closer to employers and vice-versa — and less close to funding bodies**

But when they finish, they need to be attractive to employers. And employers — who often are perfectly happy to provide them with the skills they need — want employees to have a positive attitude, a willingness to work and competence in maths and English.

There is progress here with the advent of traineeships that can lead to apprenticeships or other jobs, but there is more to do.

As ever, the sector faces a raft of challenges in carrying out its mission — but I am optimistic that it will continue to deliver and am delighted to be back in it. I hope that working with a strong provider will allow me to make a difference, even if from the opposite end of the system to my last role.



FIONA ALDRIDGE

Assistant director for development and research, National Institute of Adult Continuing Education (Niace)

Is the latest SFA qualifications cull plan a 'red herring'?

The Skills Funding Agency (SFA) announced late last month that it was looking at cutting the public funding of nearly 200 qualifications. It is the latest in a series of such culls by the SFA, but, asks Dr Fiona Aldridge, are other issues at stake?

Qualification reform is a significant feature of the current policy landscape, both for 16 to 19-year-olds and for adults. The sector has already been consulted on GCSE and A-level reform and on the development of new apprenticeship standards.

Current consultations include the Ofqual review of the working of the Qualifications and Credit Framework (QCF), the Niace-led consultation on implementing the new GCSE for maths and English and the Skills Funding Agency review of employability and study skills qualifications at level two.

The purpose of all this is to ensure that learners are able to work towards qualifications that provide them with the knowledge and skills they need and that employers value.

Late last month the SFA announced that, as part of its review of the offer at level two, it would be consulting with the sector on whether 174 identified qualifications should continue to be publicly-funded.

Deciding whether the courses under consideration will achieve the purpose outlined by the government will not be an easy task and we must avoid simplistic decisions.

We are therefore pleased that the review is seeking a full understanding of their value to a range of stakeholders, including to learners themselves. In the wider context of qualification reform, however, is this review something of a red herring?

Like many others across the sector, we agree that the large volume of available qualifications can be confusing to both learners and employers. There is value in reviewing which of these qualifications should continue to be funded, but part of the problem is that the funding system encourages the development of more qualifications rather than fewer.

In our work with unemployed adults some tell us that the qualifications they are offered seem to be used to be able to draw down funding rather than being the best way to design the learning experience they want and need.

This results in creativity by providers to design good learning which meets the local labour market and learner needs, but which has to also deliver a qualification to justify the funding. That cannot be the right way to design a funding system.

We are also concerned that Ofqual's QCF review is likely to question the need for unitisation of qualifications.

We believe that for lower levels, in particular, unitisation is essential. Niace's scoping work on the development of a citizens' curriculum approach to adult learning — an approach which interlinks English/Esol (English for Speakers of Other Languages) and maths skills with digital, financial, health and civic capabilities — found that the availability of a range of units, particularly those drawn from PSD qualifications, would be a key enabler in a 'programme of study' approach which could benefit adult learners.

People need access to as wide a range of units as possible to meet their particular needs and to also tap into their motivations.

Our work on the development of a citizens' curriculum approach suggests this is particularly the case for adult learners below level two, as well as the most disadvantaged learners, such as homeless adults, ex-offenders and those recovering from addiction.

Alongside the availability of a unit qualification offer, providers consulted in our scoping work highlighted the importance of being able to include non-accredited learning as part of any such programme, to provide sufficient flexibility to meet the needs of individual learners.

> **Deciding whether the courses under consideration will achieve the purpose outlined by the government will not be an easy task and we must avoid simplistic decisions**

We're continuing the development of the citizens' curriculum approach and we believe that it is time now to move beyond a qualifications-based funding system to an outcome-based system.

This is what learners want; what employers need; and will give providers the flexibility to extend what they offer.

CAMPUS ROUND-UP

sponsored by The Education & Training Foundation



Cleveland College of Art and Design graduate Nick Kennedy with an exhibit showing clock-like devices with hands charting the direction that dice travelled in

College on a roll with dice art

Cleveland College of Art and Design (CCAD) is on a roll after students helped graduate Nick Kennedy create dice-inspired artwork for a public exhibition.

The 30-year-old professional artist, who left CCAD in 2003, worked with dozens of art foundation learners to produce drawings, paintings, sculptures and other exhibits displayed over the last week at the Middlesbrough Institute of Modern Art gallery. The artwork was based on dice rolled thousands of times by volunteers, with records kept of where they landed and the numbers displayed.

He said: "I was looking at a way to create art allowing the influence of chance and accident to dictate its course.

"We had students from 18 to 65 helping who were all incredibly enthusiastic."

Breast cancer surviver completes half-triathlon

Breast cancer survivor Sue Chant raised more than £450 for charity through completing a half-triathlon.

The 54-year-old horse management Hartpury College lecturer completed the UK Ultimate Half Triathlon at Dearnford Lake, Shropshire, in just over eight hours.

It involved a 1.2-mile swim, 56-mile bike ride and 13.1-mile run.

She raised more than £450 in sponsorship for the Breast Cancer Support charity in memory of Angela Kearns, an equine lecturer who died earlier this year. She had breast cancer.

Sue, who was diagnosed with breast cancer in 2011 and is now in remission, said: "The event was very hard, but I'm so happy I completed it for a cause which is very close to my own heart."



Horse management lecturer Sue Chant shows off her medal after finishing the UK Ultimate Half Triathlon

Crossing continents to meet skills challenge



Birmingham Metropolitan College principal Andrew Cleaves (front row, centre) with staff from his college and Chinese teachers

A group of teachers from the Chinese FE sector learned about English vocational training during a visit to Birmingham Metropolitan College.

The 10 teachers from Shanghai, accompanied by an interpreter, were given a tour of the college's fashion, motor vehicle maintenance, mechanical engineering, and art and design departments.

They also learned about how colleges work with employers to tailor vocational courses for the workplace.

Andrew Cleaves, Birmingham Metropolitan College principal, said: "It was really exciting to welcome them at a time when both economies are experiencing growth, with associated skills challenges."

Irene Yu, director of Alliance Group which arranged the visit, said: "Our teachers learned a great deal, in particular, about vocational courses and it's our intention to take this knowledge back to China."

Pioneer for professional women's rubgy



Leanne Riley (pictured centre) playing for Moulton College. Inset: Leanne celebrating with the cup after winning the Russian leg of the Women's Sevens World Series with England

A Moulton College graduate is part of the first professional squad of England women rugby union players.

Leanne Riley completed an advanced apprenticeship in sporting excellence at the college three years ago.

The 21-year-old, who plays on the wing, is one of 20 England women players who will be paid by the Rugby Football Union to train full-time and play for the national side.

Leanne, who was not part of the recent World Cup-winning team, will concentrate on preparing for 2014-15 Women's Sevens World Series matches taking place across the USA, Netherlands, Canada and Britain over the next year.

She said: "It is an amazing feeling to be one of the first female professional rugby players. I would never have made it without my experience at Moulton College."

Top grades for learner winning fight with anorexia

Sally Trivett dropped to a frightening 5st but is now winning her fight with anorexia with the help of South Gloucestershire and Stroud College, writes Paul Offord.

When teenager Sally Trivett was hospitalised with her weight having plummeted to just 5st, she knew she had to make major changes if she was to beat anorexia.

A year later, and against the backdrop of a new home, the 17-year-old's weight has more than doubled to a healthy 11st.

And to top off the happy return to health, she has also just recorded top AS-level grades in textiles, English literature and English language having switched from school to South Gloucestershire and Stroud College.

"It worked really well for me and I was ecstatic when I got my AS-level results last month," said Sally.

"Having to combine my recovery with my studies has been really tough, but I worked hard and am so proud of myself."

Up until last summer, Sally lived in Exeter with mum Nicci, aged 53, and went to a local school where she achieved an A*, five As, two Bs and two Cs for her GCSEs despite only attending two days a-week.

But as her health suffered she stayed at Bristol's Riverside Adolescent Unit for four weeks in June last year. While there, she put on 2st thanks to a support programme that included therapy and careful monitoring of her eating habits.

She decided a change of scenery was needed after leaving hospital, so moved to Bristol with dad Paul, 46.

Sally said: "I lived with my mum when I was ill. She's my best friend and I love her to bits, but moving to Bristol with my dad and starting college was the right decision."

She added: "The anorexia affected my confidence levels massively and I just stopped going into school.

"I was only in about two days a-week by the end, but they kept me on for GCSEs and I got through them.

"I had too many bad memories of my old school after leaving hospital, so decided to go to a college in a completely different place instead."

Sally wants to complete her A-levels this year and is hoping to then head to university to study journalism.

Her English language tutor, James Caldwell, said: "We are all immensely proud of Sally's achievements in the English department. She has succeeded despite some difficult obstacles being placed in her way.

"Sally is an example to us all of what you can achieve through hard work, focus, effort and determination."

Teachers at the college emailed Sally information about any work she missed in lessons and homework that needed to be done.

"The college has been great," said Sally. "They let me go to all my hospital appointments, even if they clashed with lessons. I was even offered counselling by the college, although I didn't need that as I get it already.

"I missed a lot more classes when I first started at college, but it doesn't happen so much now as the hospital now arrange my visits more around my studies."

She added: "I love communication and would like to do a job where writing about taboo subjects, like anorexia, can help people."

FEATURED CAMPUS ROUND-UP



Main pic: Sally Trivett in the classroom at South Gloucestershire and Stroud College at the start of the new academic year



Right: Sally holding a certificate confirming her straight A-grades for her recent AS-level exams



Sally aged 14 on a school trip to Stratford-upon-Avon when she weighed around 6st

If you or your learners are affected by anorexia then call the Beating Eating Disorders charity helpline on 0845 634 1414

DO YOU WANT TO BE IN CAMPUS ROUND-UP?
Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

JOBS

emfec group
Incorporating ABC awards

QUALIFICATIONS AND ASSESSMENT DEVELOPMENT MANAGERS

SALARY: £30K - £35K PA LOCATION: NOTTINGHAM (according to ability and experience)

ABC Awards, which is part of the EMFEC Group, is recruiting for Qualifications and Assessment Development Managers to grow our Nottingham based team.

Key responsibilities will include managing the review and development of a portfolio of qualifications and supporting materials. Working with stakeholders and consultants to manage the lifecycle of development projects as well as proposing and developing assessment strategies including e-enabled systems, keeping to Ofqual requirements.

For this exciting and challenging role we are looking for individuals that have experience of different types of assessment methods and practices used within the 14-19 and 19+ education sectors, as well as excellent communication skills and a high level of attention to detail.

If you are interested in working for an organisation where you can directly contribute to its continued success please visit **www.emfec.co.uk** or **www.abcawards.co.uk** or contact **Tracy Roser** on **0115 8541628** for further details.

Closing date: 12 noon on Thursday 18 September 2014
Interviews: Wednesday 1 October 2014 at Robins Wood House, Robins Wood Road, Aspley, Nottingham, NG8 3NH

EMFEC is committed to equality, diversity and inclusion. We do not accept late applications. No agencies please.

FE Week

FE WEEK

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020 81234 778

DERWENTSIDE COLLEGE

DIRECTOR OF QUALITY

Salary: £52,539 - £55,743 per annum
Consett, County Durham

Derwentside College is successfully undertaking a journey of transition and innovation. It is an ambitious organisation with high expectations – dedicated to meeting the educational and training needs of the individuals and communities it serves. With some 5,500 students and an income of circa £14m, it has already become a significant provider of work-based vocational training across the North East.

Against this backdrop of strong growth, the College is now seeking to appoint an outstanding individual to the post of Director of Quality. The portfolio of this post includes all aspects of quality improvement.

The successful candidate will be a suitably qualified and experienced individual used to operating at or near board level who has good business acumen, strong corporate leadership skills and the ability to establish effective professional relationships externally and internally. He or she will be able to demonstrate a significant record of development and change, and of achieving targets in a dynamic, growing environment.

Application packs can be obtained by visiting our website www.derwentside.ac.uk. Alternatively, email **personnel.dept@derwentside.ac.uk** or telephone **(01207) 585947** to request a pack. If you would like an informal discussion with the Principal regarding this role, please contact Karen Donaghy on **(01207) 585940**.

Closing date for applications – Friday 19th September 2014

Derwentside College is positively committed to safeguarding and promoting the welfare of the children, young people and vulnerable adults on its education and training programmes. All staff are expected to share this commitment. The person appointed will be required to obtain a satisfactory an Enhanced Disclosure from the Disclosure and Barring Service.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

www.derwentside.ac.uk

JOBS

SCHOOL OF FOUNDATION STUDIES

Vacancy: Learning Support Worker (Maths and English)
Hours: Sessional (up to 36hpw), Term Time only
Contract Type: Fixed Term
Pay: £12.71 per hour plus 10.77% holiday pay
Closing Date: 9am, 17 September 2014
Ref: See below

As a Learning Support Worker you will work across the college's Academic Schools to facilitate and support the delivery of English and Mathematics in discrete and embedded provision. This role will also include completing learner records, adapting and developing a base of resources, assisting tutors with setting up classes, marking work, providing additional learning support to learners and communicating with learners and parents/ carers as appropriate.

To apply, please download and complete an application form from our website; **www.racc.ac.uk/jobs** and return and to **hr@racc.ac.uk** quoting the relevant reference number below, by the above stated closing date for your application to be considered.

Learning Support Worker – Maths
Reference: 2369

Learning Support Worker – English
Reference: 2370

Interview Date: 24 September 2014

RACC
Richmond Adult Community College

nocn
CREATING OPPORTUNITIES

NOCN is a leading regulated UK Awarding Organisation that has been creating opportunities for students and learners for over 25 years. NOCN is recognised by Qualifications Regulators in England, Wales and Northern Ireland. We have 760 centres across the UK offering NOCN qualifications. NOCN has over 430 qualifications on the Qualifications and Credit Framework (QCF) ranging from Entry Level to Level 4.

SENIOR PRODUCT OFFICER – SKILLS FOR LIFE

£30,000 per annum – Sheffield

The Senior Product Officer will be responsible for managing projects which are in the Skills for Life sector. This will include a wide range of products including qualifications, units, bespoke employer programmes, qualification specifications and associated assessment materials. The Senior Product Officer will be accountable for all stages of the product development cycle from its inception to its operational launch.

SENIOR PRODUCT OFFICER – CONSTRUCTION, CIVIL ENGINEERING AND MANUFACTURING

£30,000 per annum – Sheffield

The Senior Product Officer will be responsible for managing product development projects which are in the construction, civil engineering and manufacturing sectors. This will include a wide range of products including qualifications, units, bespoke employer programmes, qualification specifications and associated assessment materials. The Senior Product Officer will be accountable for all stages of the product development cycle from its inception to its operational launch.

Closing Date for both roles:
Friday 19 September 2014

Our application and equal opportunities forms can be accessed at
www.nocn.org.uk/about/jobs_at_nocn

Redbridge Institute
community learning and skills

London Borough of Redbridge

Head of Funding and Contracts

Salary: £35,250 - £39,800

Redbridge Institute is a thriving provider of adult skills and community learning with high expectations for all our learners. We are seeking a confident, experienced and forward thinking senior manager with a comprehensive understanding of SFA and EFA funding methodology, strong analytical, data and IT skills and the ability to present ideas and information clearly.

The successful candidate will have excellent communication skills, contribute to shaping our curriculum strategy and foster positive relationships both within the Institute as well as with partners and subcontractors.

This is a permanent full time post within our Senior Leadership Team.

Please send your completed application form with a covering letter saying why you feel you would be suitable for this post to: Debby Venner, Customer Service & Staffing Team Leader, Redbridge Institute, Gaysham Avenue, Ilford, IG2 6TD

Application forms and Job description are available on our website:
www.redbridge-iae.ac.uk or by calling **020 8550 2398**
email: **enquiries@redbridge-iae.ac.uk**

Closing date for applications - 10.00am on Monday 15th September 2014.
Provisional interview date - 24th September 2014.

www.redbridge-iae.ac.uk

Head of the Service Sector Faculty
£competitive salary

DERBY college

Derby College is on a journey to outstanding and anyone joining us must share our high expectations of our staff and learners. A passion for learning and an appetite for achievement and excellence is a prerequisite for the following key appointment.

Reporting to the Vice Principal Learner Journey and Inclusion, you will be accountable for the performance of our Service Sector curriculum areas - Catering; Business; Hair and Beauty; Travel and Tourism and Retail - ensuring an exceptional learning experience and outstanding outcomes for our learners and the provision of a curriculum that meets the needs of our employers.

You will need to be:

- an inspirational leader who can develop cohesive and high performing teams
- a well-rounded business manager who can effectively manage a large team, a significant budget and challenging performance targets
- driven to provide a responsive service to high standards

You will need to have:

- a curriculum background with leading edge vocational experience preferably but not essentially in one of the service sectors within the faculty
- experience of management and of teaching (a Certificate in Education is required)
- vision and drive to grow this priority area for the College.

For an informal discussion about this position with Anita Straffon, Vice Principal Learner Journey and Inclusion please contact **Samantha Jackson** on **0300 123 7890 ext: 3495.**

Closing Date: **Friday 19 September 2014**
Interviews held on: **Wednesday 8 October 2014**

For further details and to apply, please visit the job vacancies section of our website **www.derby-college.ac.uk**

COMMUNITY EDUCATION LEWISHAM (CEL) is looking to appoint:

Service Manager

Lewisham

£55,758 to £59,610

35 hours per week

Location: Various CEL sites in Lewisham

"Good with Outstanding elements" (Ofsted February 2014)

Can you provide the leadership to build on this solid foundation and take us to Grade 1: Outstanding?

We are looking to recruit a dynamic, enthusiastic, highly motivated individual who will actively and effectively be responsible for the leadership, strategic direction and continued improvement of CEL, focussing service delivery to meet Ofsted and SFA funding requirements. You will ensure that CEL contributes towards and supports the delivery of the Community Services Directorate key aims. To deliver an excellent service within allocated financial resources, to meet diverse borough-wide needs within the national and local policy framework, advise at a strategic level, senior council officers, management forums, and other internal or external bodies on all aspects of adult education and Community Education Lewisham.

Community Education Lewisham provides the London Borough of Lewisham's adult and community learning service. Our mission is "to improve the lives of people in Lewisham through lifelong learning"

CEL offers a wide range of adult learning across the borough. Over 1,000 courses are offered covering nine sector subject areas of learning and located in three main centres and community venues across the borough. Our services are designed to welcome adults, many of whom may not otherwise take part in education or training. Courses provide accessible entry routes for new or returning learners and good progression routes for learners.

To find out more about this vacancy, including a full job description and person specification, and to apply online, please visit **www.lewisham.gov.uk/JobsAndCareers** and search council vacancies.

The closing date for applications is **Friday 19th September 2014**. Interviews will be held on **Tuesday 7th October 2014**. The interview procedure is anticipated to last all day beginning at 9am. The format of the interviews is a 10 minutes presentation followed by 10 minutes Q&A in the morning and a 40 minutes interview after lunch. Lunch will be provided and will present an opportunity to meet the interview panel.

To view our current prospectus, please visit: http://www.lewisham.gov.uk/EducationAndLearning/AdultAndCommunityEducation/CELProspectus/



Vice Principal - Curriculum and Quality

Blackburn College

Salary: £110,000 + Benefits

Blackburn College is one of the UK's largest and most successful colleges, and sector-leading in its curriculum development and delivery. We have 16,000 students across FE and HE, 1200 staff and a turnover of £48m. We provide the full range of courses, from 14-19 through to HE, delivered in a largely newly built, world class environment. While 50% of our revenue comes from FE, 36% is contributed by HE courses, and 14% by commercial activity.

The success of our portfolio of courses across FE and HE depends on sustained creativity and continued commitment to excellence in learning, teaching and assessment. Academic leadership will be crucial in ensuring that the College positions itself to respond to policy shifts, maximises opportunity for its students and ensures their success and progression. Critically, it is important that we continue to maximise job prospects for our students.

The responsibilities of the post balance leadership of our extensive FE provision while ensuring continued growth and definition of our distinctive HE portfolio. The Vice Principal will be a strong presence in the Executive Team, ensuring the academic health of the College continues to be central to all we do.

Our new Vice Principal will be able to demonstrate:

- successful experience and relevant leadership, particularly handling scale and diversity of academic provision;
- familiarity with the policy environment affecting colleges;
- leadership of successful curriculum change and development;
- an uncompromising approach to quality and enhancing the experience of students and staff;
- influence and presence with stakeholders.

Candidate packs can be accessed through www.blackburn.ac.uk/jobs/ or by contacting HR on hr@blackburn.ac.uk or on 01254292915.

Potential applicants are encouraged strongly to contact the College's Special Advisor, Professor Bill Wardle at bill@billwardle.com or 07777 642100.

Closing date: Noon Thursday 18 September 2014
Interviews are scheduled to take place on Thursday 9 October 2014 and Friday 10 October 2014 and applicants must be available for both days.

JOBS

TRIBAL working as one

Pre-Sales Consultant for FE team

Generous salary and OTE

Home based with some travel throughout the UK

Tribal is a fast paced technology business responsible for a portfolio of world class software solutions which support the business of education, learning and training.

We are genuinely passionate about improving access to learning and helping to deliver the highest quality education and training. Like many of our clients, we want to feel that our work makes a positive difference.

We currently have an exciting opportunity for a dynamic, innovative and flexible individual to join the FE pre-sales team on a fixed term contract for approximately 9 to 12 months. The team is responsible for selling ebs, our market leading student information management solution and this is a great development opportunity for anyone who would like to build on their existing skills whilst also learning new ones.

The pre-sales team provides vital support to the sales process, working closely with colleagues across the business to help achieve sales objectives. The team is responsible for assisting with the sales of software and services into the further education sector at multiple levels of seniority with responsibility for demonstrations, bid writing support and product updates.

We are looking for an engaging, confident and ambitious problem-solver with bags of initiative. Excellent customer-facing, organisational and presentation skills are a must as is a can-do attitude and the ability to build and maintain effective working relationships. The ideal candidate will be a natural communicator with the ability to influence and negotiate. Knowledge and experience of ebs or similar solutions is highly advantageous as is previous experience in a college environment.

If you are looking for a new challenge, please contact **Nigel James** in the first instance to express your interest. Nigel can be reached on **nigel.james@tribalgroup.com** or **07796 274994.**

Tribal is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity. Tribal has publicly committed to this by signing up to the Two Ticks Positive About Disabled People scheme.

This ensures that all disabled applicants who demonstrate that they meet the minimum criteria of the job description are guaranteed an interview. If you are disabled and feel this applies to you, please let us know on your application form.



Palmer's COLLEGE

Outstanding financial health needs outstanding leadership. Are you ready for the challenge?

Assistant Principal (Finance and Resources)
c. £61k per annum
Palmer's College, Grays, Essex

Palmer's College is a sixth form college providing post-16 education in South Essex to over 2000 students. At Palmer's College we have developed a caring and inclusive learning community that is fully committed to continuous improvement as we independently serve the needs of our community.

Reporting to the Principal, this is a senior post on the College's Senior Leadership Team and we are seeking to appoint an ambitious, inspiring and motivational Assistant Principal to be responsible for the College's Finances, Funding, Estates and Human Resources, as well as Catering, Reprographics and the Sports Centre.

Clearly this is no ordinary finance role and we are seeking no ordinary finance person.

If you are a qualified Accountant seeking to take on some fascinating new challenges at a time of great change and opportunity, then you might be just the person we are looking for.

Closing Date for applications: Monday 22nd September at 12 noon.
Interviews to be held over 2 days: Thursday 16th and Friday 17th October.

If you wish to discuss the opportunity informally, please feel free to contact the Principal, Mark Vinall on 01375 [illegible]21.

A full application pack can be downloaded from the website at www.palmers.ac.uk/vacancies. You can contact the HR Department on 01375 370121 ext 2[illegible] if you are unable to do so. Please return your application and monitoring questionnaire either by e-mail to personnel@palmers.ac.uk or by post.

Please note that CVs will not be accepted. No agencies please.

Palmer's College is committed to equal opportunities and safeguarding young people.

"Continuing the tradition of ***Excellence"***

POSITIVE ABOUT DISABLED PEOPLE

LSIS BEACON

FE Associates BW Consultants

MIS Consultants

FE Associates is the leading choice for colleges requiring interim managers at all levels as well as providing consultancy. We have an exceptionally strong MIS team with an impressive range of specialist skills in data analysis and interpretation.

We are currently expanding in response to sector demand for MIS Support. Consequently, we are inviting applications from suitably qualified and experienced professionals to join our team of full-time employed consultants and self-employed associate consultants.

You will be highly motivated and flexible, have strong, technical MIS skills and be experienced in all aspects of funding and data quality, gained in further education and training.

Applicants need to be prepared to travel around the UK and stay away from home when required. In return we offer a competitive remuneration package.

Quality Improvement Associates

FE Associates' Quality Improvement division, BW Consultants, are specialists in bespoke quality improvement services. In response to high demand from the sector, including support for private training providers, we are expanding our team of self-employed associate consultants.

You will be a current, registered inspector with a strong track record in your curriculum area. You should be prepared to travel and stay away from home when required.

We would like to hear from inspectors across all SSAs but are particularly interested in Maths & Science, English & MFL, History, Philosophy & Theology and Work Based Learning. We offer competitive rates and the support of our office team.

The closing date for applications for both posts is Friday 26th September.

To apply, please send your CV with covering letter by email to recruitment@feassociates.com stating clearly which post you are applying for. For an informal discussion about the posts please call (01823) 337655.



www.feassociates.com

The HENLEY College

A proud history and reputation... Lead us to an outstanding future

PRINCIPAL: CIRCA £90K



As a leading Sixth Form College in south Oxfordshire, The Henley College is committed to delivering excellence in education and training. We are a progressive and vibrant College that serves a diverse range of 2,300 full time and part time learners drawn from a wide area across Oxfordshire, Berkshire and Buckinghamshire. Two thirds of our students study A Levels and the College also provides a fully comprehensive range of vocational courses and apprenticeships to serve the entire community. The College occupies two sites in the centre of the attractive market town of Henley-on-Thames.

We have been rated 'Good' by Ofsted and, with a turnover in excess of £11million, are in a sound financial position to fulfil our ambition to become an outstanding College.

After successfully leading the College for ten years, our highly respected Principal has recently announced his retirement. We are now seeking a new Principal to continue to provide outstanding strategic leadership to the College. The new Principal will demonstrate their skills as an experienced leader through their ability, creativity and business acumen and will inspire our dedicated staff and learners to achieve even greater success.

This is an excellent opportunity for a dynamic individual with the necessary drive to constantly improve the learner experience and future opportunities for all those we serve. The successful candidate will demonstrate a clear understanding of the importance of placing our learners at the centre of everything we do.

We are working with **Protocol** on this important appointment.

To discuss the role in further detail and to request an application pack, please contact Helen Anderson: **handerson@protocol.co.uk** or **0115 911 1117**, or visit **www.protocol.co.uk/thehenleycollege** for further information about this post.

Protocol Excellence in FE

Investors in Diversity

INVESTORS IN PEOPLE

The closing date for applications is 12pm on Monday 6th October 2014.
Interviews will be held on Monday 20th and Tuesday 21st October 2014.

"Uxbridge College is an outstanding college."

Ofsted Report May 2008

Head of School: Academy

Salary in the range of £43,007 – £48,158 (including London Weighting)

We are looking for an outstanding candidate to lead the Uxbridge College Academy. As Head of School, you will be responsible for the full range of provision on full time A Level and GCSE courses and BTEC Science programmes. You will also have responsibility for GCSE Maths and English across the College and you must have wide ranging experience in A Level and GCSEs together with a record of success in managing these areas.

You should possess a good understanding of awarding body regulations and up to date knowledge of curriculum reform. You should also have knowledge of financial budgets, excellent IT skills and a good understanding of Further Education funding.

You will lead a team of Section Managers, Course Team Leaders and Lecturers and you should therefore have a range of management skills including excellent communication and team leadership as well as good planning and organising abilities. You must have an advanced level teaching qualification, together with the knowledge and experience to motivate the team and maintain our high standards of A Level and GCSE success.

Closing date: 12.00 noon, Monday 15th September 2014

INVESTORS IN PEOPLE

UXBRIDGE COLLEGE

Realise your potential

To apply visit www.uxbridgecollege.ac.uk
E mail recruitment@uxbridgecollege.ac.uk
24 hour recruitment line 01895 853553

An equal opportunities employer.

www.uxbridgecollege.ac.uk

"Uxbridge College is an outstanding college."

Ofsted Report May 2008

Section Manager: SENCO – Specialist Learning Support

Salary in the range of £38,426 – £41,813 per annum including London Weighting

Reporting to the Head of School for Essential Skills and Learning Support, you would lead the development and management of SEN provision across the College. You would manage a team of learning support and communication support staff and oversee the additional support funding claim across the College.

You must possess a degree level qualification and have Qualified Teacher Status, and you will preferably have an SEN teaching qualification, or should be willing to undertake one. You should have experience of delivering learning support in a cross-College setting and experience of SEN delivery as well as a successful track record in the management of the curriculum for SEN learners. You should also have good leadership skills with experience of managing or supervising a team in Further Education or in a similar setting.

Closing date: 12.00 noon, Monday 15th September 2014

INVESTORS IN PEOPLE

UXBRIDGE COLLEGE

Realise your potential

To apply visit www.uxbridgecollege.ac.uk
E mail recruitment@uxbridgecollege.ac.uk
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FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

	5					4		
3		4	9					7
		1			5		8	9
2				9			7	5
			8		6			
7	9			5				4
8	7		6			5		
5					9	7		1
		6					4	

Difficulty:
EASY

4	5			7		3		
			5		8	2		
1								
	1		9				2	
9								4
	3				1		9	
								5
		1	4		7			
		6		1			4	3

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

3	9	1	4	7	2	6	5	8
6	8	2	3	1	5	7	9	4
7	4	5	9	6	8	3	2	1
1	2	7	5	4	3	9	8	6
5	3	4	6	8	9	1	7	2
9	6	8	7	2	1	4	3	5
8	1	3	2	9	6	5	4	7
4	5	6	8	3	7	2	1	9
2	7	9	1	5	4	8	6	3

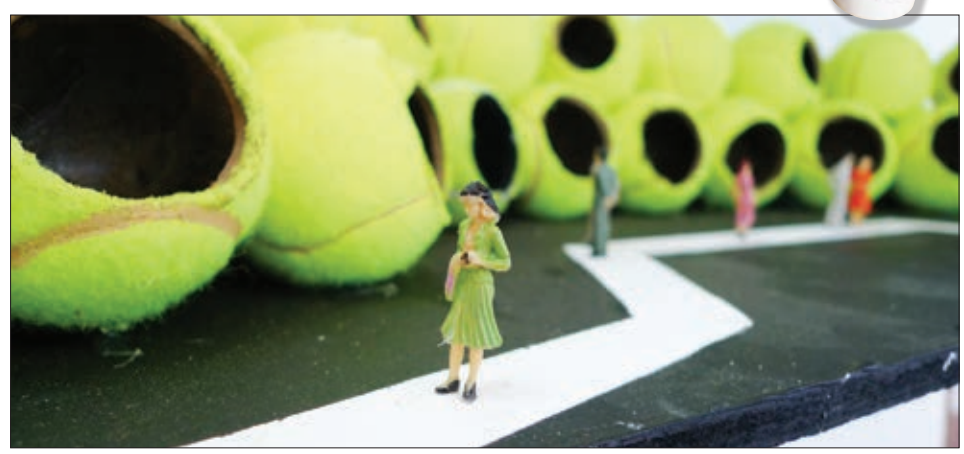
Difficulty:
EASY

7	6	9	2	5	3	4	8	1
1	5	3	4	9	8	6	7	2
4	2	8	7	1	6	3	9	5
8	3	5	1	7	4	9	2	6
6	4	7	8	2	9	5	1	3
2	9	1	3	6	5	8	4	7
3	8	2	5	4	7	1	6	9
5	1	6	9	8	2	7	3	4
9	7	4	6	3	1	2	5	8

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug!







Spot **five** differences. First correct entry wins an *FE Week* mug. Text your name and picture of your completed spot the difference to 07969 166 374.